JAPANESE VIEW OF THE POLICY OF AMERICANIZATION

Discussing "The Americanization of Hawai'," from the Japanese standpoint, the Hawaii Shinpo, in its English edition, urges that haste be made slowly lest injustice be done the Japanese already here and injury result to the sugar industry. It is probable that the article was inspired through the presence in Hawaii of the Honorable Charles W. Fairbanks, reference being made to the usual first impressions upon visiting officials and students of economic conditions. The Shinpo says:

"Reforms to be permanent must be undertaken conservatively and carried ahead in a logical sequence. Too often, reforms are undertaken with a rush, carried to an extreme, and the cause suffers from the swing back of the pendulum.

"The Americanization of Hawaii is a case in point—a reform in the eyes of Americans and something entirely logical from the standpoint of an American. It can be overdone if done with too great a desire for haste, however, with injury to Hawaii and to the cause.

"Many prominent persons from the mainland who have visited Hawaii, officially and otherwise, have expressed themselves as impressed with the preponderance of the Asiatic population of the Islands. It is true that Japanese, Chinese and Koreans form a great part of the population of Hawaii. It would be idle to either deny or attempt to minimize this fact, but we do not believe that the conclusions jumped at by some of these visitors, that such a state of affairs must come to an immediate stop, are the best conclusions, nor the steps advocated by these visitors, in many cases, the best steps to be taken for the advancement of Hawaii on American or any other lines.

"The Asiatic population of Hawaii can not in any way be construed as a menace to Hawaii. On the contrary, these Asiatics are today as much as they have been in the past essential to the industrial well-being of the Islands and the prosperity of all the residents, Americans and others. The number of Asiatics, more particularly the Japanese, is fast decreasing. Are the Islands becoming on that account any more American? They are not, but they are coming to a condition where the labor supply is insufficient because a proper substitute labor for that of the Japanese is not as yet forthcoming. Hawaii is drifting towards an industrial and financial crisis.

"The Japanese of Hawaii are contributing, through their presence, to the industrial prosperity of Hawaii, while, at the same time, the presence of the Japanese is in no wise a hindrance to the working out of the policy of the Americanization of these Islands. The Japanese can not secure public land, and this right to secure land and maintain a permanent foothold on the soil is for Americans. Without that right the Japanese can not stand in the way of the growth of the American population.

"On the other hand, the industries which the Japanese have established here are new; they are industries which none other but the Japanese would or could have established here. They would never be considered by white people. The fishing industry has been firmly established, systematized and developed, to the benefit of the white consumer; the rice industry has been developed mainly by the Chinese, although many Japanese are now engaged in it, carrying it forward; the soy manufactories are ours alone; sake-brewing is a distinctly Japanese industry, and the manufacturing of macaroni is something which we are carrying on with success and without opposition to the whites.

"The Japanese have survived in Hawaii because our race has proven to be fittest in certain lines. One important instance is our fitness as laborers in the cane fields. We are helping Americans to develop this American Territory.

"In connection with the wide question of the right of the Japanese to be in Hawaii, it is not out of place to remember the contention of America for the open door in the Far East. Why an open door for Asia and a closed door for Hawaii?

"This is the meeting-place of the East and the West. Providence so designed these Islands. Is the plan of Providence to be thwarted? Is politics greater than geography?

"There need be no alarm over the fact that at present the Japanese outnumber those of any other of the score of nationalities to be found here. We are barred from further increase through immigration. To us the door swings only outwards, and through that door pass each month some two hundred of our number. What had been thought by the thinkers of both continents as the one spot where all nations could meet and mingle on an equal footing for the working out of the problem of the survival of the fittest, as a spot where an amalgamation of races might be brought about, is now to all practical purposes to be forced into new conditions. We were welcomed; we came and labored; now, agents are scouting Europe for others to reap where we have sown, without the positive knowledge that they have any special aptitude as reapers.

"This is unfair to the Japanese of Hawaii and to the sugar planters as well. Until the substitute is found and brought here, the planters must depend upon us. There is no assurance that that substitute will be here and prepared to take up our work before we are gone, driven practically from a country in the development of which we were a great part. There is danger ahead for the sugar industry of Hawaii.

"The Americanization of Hawaii will be carried through. Nothing can stop that. But, guard yourself, you advocates, lest the 'reform' be attempted too quickly."

INDEPENDENT FARMERS AND CANE CULTIVATION

A well written description of the Kekaha plantation and the country surrounding it, appearing in the Garden Island, concludes with the following concerning the small farmer and his chances in cane growing in Hawaii:

"The question of what to do with the government lands, of which there is a large acreage in the lands cultivated by the Kekaha Plantation—in fact, they are all government lands, the lease to which will expire in a few years—is the subject of a good deal of anxious speculation at the present time.

"If the government pursues a liberal and far-sighted policy, these lands are in a position to support a good population of independent American farmers, and it may be that steps will be taken to divide them up into a small holdings, with that object in view. But the individual holdings must not be smaller than 100 acres, at the least and it will probably be advisable to make them 200 or 500 acres in area, if the best classes of settlers are to be attracted here, and the ones who will be worth the most to the country.

"And the best class are the ones whom we most want, and who will be the ones most likely to make a success of the comparatively complicated sugar cane farming. It will be very essential, also, that they have good balances in the bank or else the backing of some local or foreign capital, so that they can be safely tided over the first few years while they are acquiring the experience necessary to enable them to meet the new conditions here. For besides the long season of eighteen months before the first crop of cane can be harvested, there are sometimes setbacks to the proper growing and harvesting of the crop, which would not be taken into his calculations by the farmer accustomed to the simpler business of raising farm crops in the States, and which might be very discouraging to a man who was not prepared for them.

"But though the discouraging features of canegrowing may be greater than those encountered on the mainland farm, still the rewards, once the farm has passed through the experimentation necessary to find out the methods best suited to our climate and conditions, are also very much greater.

"As an example, for instance, the experience of one cane planter in these Islands may be pointed out. He had undertaken a larger acreage, of course, than would the ordinary small farmer who may come here, but at the end of his first fifteen years of growing his own cane, and supplying it to an independent mill, his overdraft at his agents amounted to $200,000. Since then, however, he has been able to make the business run more smoothly and at the present time, after having paid off the whole of his debt, he is one of the most prosperous plantation men of the Islands.

"If the small farmer can be carried through the first four years of his enterprise, with good financial backing, he is sure to make a success of farming operations in these Islands. If there is no way for him to 'keep going,' however, in the periods of poor returns which may come before he has entirely mastered the business, he will be wiser not to try small farming—in the line of sugarcane production, anyway—in this Territory."

WOMAN BARRED AS PLAYERS OF POLO

Ability to ride and willingness to wear riding breeches do not make women eligible as polo players, according to the opinions of the experts at Burlingame, where the international series has recently been completed. Even if she rides ever so well and isn't afraid, she can not play.

Miss Eleanor Sears found this out, a despatch from the polo headquarters, dated April 10, saying:

Miss Eleanora Sears, Newport and Boston society girl, snubbed by the players, is pouting and expressed her feelings today as follows:

"The men won't let me play with them. I guess I'm no account because I happen to be a woman."

All this afternoon Miss Sears, clad in corduroy breeches and boots, strode about the veranda of the clubhouse at the Crossways Field, waiting to be invited to participate in the games. The players, however, would not permit her to enter their games, explaining:

"She rides nicely and wonderfully for a woman, but riding nicely is not riding for polo, and it would be too much of a strain on our chivalry. Besides, she might be killed or injured in the game."

Miss Jennie Crocker, of New York and San Francisco, heiress to the Crocker fortune, also believes that women may ride in men's attire, and will play against Miss Sears, so that the young woman from Newport may not go back East without a game."

The School Gardens of the Hawaiian Islands

By Vaughan McCaughey.

School gardens are preeminently local products. They reflect their environment as truly as does a placid, green-girt lake. They are affected largely by immediately impinging conditions. General statements may be made concerning the educational principles involved, but the practical development and success of any school garden must ultimately find its basis on a keen sight into, and compliance with, environmental influences.

The evolution of the school gardens as a part of the educational system of the Territory of Hawaii, is a fitting illustration of the above remarks. The Hawaiians (or "Sandwich Islanders," as they were called in the early days) were naturally an agricultural people. Their food supply came chiefly from the fertile lowlands that engirdle the Islands, and from the nearby ocean. Taro, cocoanuts, breadfruit, bananas, yams, sweet potatoes and a few wild fruits of minor importance constituted their vegetable food. Fish, fowl, hog and dog supplied the remainder of their diet. The pounded and fermented "root" of the taro, forming a starchy paste called "poi," was their chief dish. "Poi and fish" is a byword here for a meal. The limited area of the Islands restricted nomadism; the entire lack of large game cut off hunting, and the absence of grazing domestic animals prevented pastoral life. Thus this brown-skinned people was compelled, perforce, to accept a stable, agricultural existence.

They were peaceable farmers and fishermen, not savage cannibals, as were their kin of the South Seas. Periodically, at various favorite places, great markets and fairs were held. Here the best handiwork and finest crops and live stock were exhibited and sold. These great fairs were surprisingly like the modern "County Fair" of the Middle States, and were decidedly agricultural.

When Captain Cook discovered the Islands in 1778, he remarked the extensiveness of the cultivated lands along the seashore; and it was appropriate that in the first band of missionaries sent hither there should be a skilled farmer and mechanic, Mr. Daniel Chamberlain. In several years he and his family instructed the natives in agriculture and the rudiments of mechanic arts.

The first school garden was undoubtedly established by the early missionaries on the Island of Hawaii. They spent much of their time in teaching the natives methods of producing garden vegetables and field crops. The natives rapidly absorbed the new ideas, and the demand for instruction became so great that in 1830 an urgent petition was sent to the American Board of Missions, asking for a number of instructors to train the Hawaiian people in agricultural pursuits. The petition received the hearty support of the native population, and was signed by fifteen of the high chiefs. In response, instructors were sent, and very soon there were many prosperous fields of wheat, sugar cane, vegetables, etc.

As schools gradually developed, it was natural that the agricultural phase of education should continue in importance. Those in charge of the school affairs of the Islands saw that these people needed training through concrete things—object-lesson teaching, industrial and economic. Thus, in the past ten years, nearly every school in the Territory, either public or private, has given some attention to mechanical and agricultural work, largely in the form of school gardens. Excellent gardens have been established at the Lahainaluna Industrial School, the Hilo Boarding School for Boys, the Kamehameha Schools, the Waialee Industrial School, and the Normal and Training School.

There are a number of local factors that make the school gardens of Hawaii decidedly different from those of the mainland. In the first place, the garden year corresponds closely with the school year. There are two main seasons—the wet season and the dry season. The wet season, corresponding roughly to the mainland winter, is the growing season; the summer is the dry season, during which gardening slackens. The school year—September to June—thus fortunately keeps pace with the development of the garden. The children can plant their seeds during the first week of school, and be confident of shortly reaping the results of their labors. This is in striking contrast to the gardens of the East, where extensive planting can not well begin until late springtime, and only rapidly-maturing crops can be raised before the close of school.

Secondly, the school gardeners here are not only fortunate in the coincidence of the school year and the growing season, but the climate as a whole is ideal for garden work. Uniformity is the keynote of this subtropical climate. There are no frosts, no violent thunderstorms, no hurricanes nor cyclones. Frequent light local showers are characteristic. At Honolulu the average annual temperature is 74 degrees, which varies only a few degrees from day to day. The nights are invariably cool. The thousands of miles of temperate sea on every side make fluctuations in the weather rare. The climate can be "depended upon" to an extent unknown to the weather-suspicious Easterner, and gardening can be conducted with exceptional assurance of results.

Gardening here is materially assisted by the remarkable ease and rapidity with which crops mature. In a well-ordered school garden, after the first few weeks, planting and harvesting go on continually, hand in hand. A few examples, culled from the excellent report of Mr. Buchholtz, a gardener on Hawaii, will suffice to elucidate this important factor. Mr. Buchholtz's garden is at an elevation of 1650 feet above sea level (differences in altitude are, of course, correlated with differences in the maturing period of plants). On his farm he secures four crops of potatoes in succession in the same piece of land in twelve months; radishes become eatable ten days after sowing; cucumbers; tomatoes, lima beans, grow and bear all the year round; onions grow very large, and mature in six months; pumpkins and squash bear abundantly for several years, etc., etc. It is evident that this is a land where plants grow easily, a contrast with the careful nursing and frequent disappointment too common in the East.

This region is unusual in the very great number of exotic plants that have been introduced, and that can be grown and studied in a school garden. In a well-organized garden the children are able to become familiar with a range of plant life quite beyond the scope of our Eastern gardens. All of the plants of world-wide economic importance can be raised here, and thus the garden work assumes a fruitful geographic and sociological aspect. The child who has cared for a little patch of rice will understand the Oriental far better than one who has not; and tales of the rice fields of India and Japan and Louisiana will have a new meaning for him. Pineapples, bananas, vanilla, mangoes, citrons, limes, cocoanuts, sugar cane, coffee, sisal, rubber—plants of which the Eastern child has but a vague conception, being familiar with the commercial portion only—are common here, while the great quantities of fruit shipped in from California and the Northwest familiarize the children with main and products.

A matter of great importance is the diverse nationalities represented in the public schools. These Islands, inhabited at first only by a native population, are now occupied by many peoples—Hawaiian, Japanese, Chinese, Portuguese, American, British, Scandinavian, German, Porto Rican, Korean, and every possible intermingling of these. The race elements represented most largely in the schools are Oriental, Hawaiian and Portuguese. These children come from widely dissimilar homes. Their languages, their traditions, their beliefs, their whole mental attitudes vary as widely as do their physical characteristics. The educator has problems entirely different from those of his Eastern brother worker. He must develop each one of these boys and girls along lines which are not evidently antagonistic to their race instincts. A classroom full of children here is entirely too heterogeneous to be dealt with in toto; each unit is radically, racially different from every other unit, and individual training is a paramount necessity. This development of the individual, and its enforced emphasis along industrial lines—for the great mass of the people are poor—finds fitting expression in the school garden. The work is with real things, which these polyglot children understand far more easily than the printed book. It is through the school garden that these children of many peoples can be most easily transformed into efficient laborers, working harmoniously together for the common welfare. It is through the school garden—one of the last tools that the new education has grasped—that the new generation will assimilate this new civilization and carry it forward.

A school garden may be conducted with one or more of several different purposes in view:

(a.) To teach the child the elementary principles of plant life—elementary botany or nature study. This garden is really a nature study laboratory, and the interest centers, not so much in the kinds or amounts of crops raised, as in how they grow, how they secure light, food, water; their various enemies, and kindred topics. From this standpoint the garden may be made a very valuable adjunct to the nature study work of the school, furnishing a wealth of concrete illustrative material, and suggesting many fascinating experiments and discoveries.

(b.) To teach the child how to raise successfully certain kinds of plants adapted to the region. Here the basis is agricultural and economic, instead of scientific and experimental. Its value lies chiefly in its practical results, and the size of the crop becomes an item of importance. There are three possible markets for crops raised in this garden:

1. The school, the crops being used in the cooking department, both for demonstration, and as a part of lunches served to the pupils. This is an excellent arrangement, because it logically and closely correlates the garden and the kitchen, and approximates the conditions of real life. The relation between raising a crop and eating it is simple and direct, appealing to the child, and stimulating interest. This method has been used with considerable success at the Territorial Normal School. The garden products being used by the Domestic Science Department.

2. The home as a market. Here the child either sells the results of his garden labor to his family, or contributes them gratis. In either case the results are good, furnishing a definite link between the school and the home. It develops in the child the desirable ideas of responsibility and pride-in-one's-work that are always concomitant with independent production. The lessons of diligence, carefulness, and regularity are taught without words. The boy who allows his plat to run to weeds has nothing to expect in the way of profitable returns. Nowhere is taught the lesson of negligence and procrastination so vividly as in a garden. A withered plant, dead because the boy forgot to water it, speaks to him more eloquently than any teacher. He learns that real law has no circumlocution.

3. The public market. Here the financial interest is preeminent. The actual returns are reduced to cash. This may sometimes be desirable with gardens operated by the grammar grades; but as a general rule the relation between the child and the plant should be more personal than the dollar-relation. Financial stimulus may be excellent in business, but should not be over-exercised in education.

The ideally managed garden is one in which each child labors, both for himself, individually, and for the common good; his labors being carefully supervised, and used educationally. A typical report, from the Waianae school, illustrates this combination of individual and communal labor.

"Twenty-four of the larger boys have been divided into two classes, with an overseer to each. One class works from 8:30 to 9:00 a. m. while the other works from 2:00 to 2:30 p. m. Each boy owns two plots 5x16 feet on which vegetables—radishes, beets, carrots, turnips, lettuce, etc., are being planted. Besides, as general property, the boys have sixty banana plants which are watered every other day."

Plants suitable for school gardens in Hawaii are taro, rubber, sisal, banana, pineapple, coffee, forage grasses, vanilla, tobacco, corn, sweet potatoes, string beans, onions, tomatoes, sugar cane, Chinese cabbage and yam.

Three-planting is a prominent feature of school work here. For example, Wailuku reports the planting of 125 trees recently; Kaluaaha, 80 trees; and these examples are by no means exceptional. This extensive advance has been made possible largely through the interest and aid of the Territorial Bureau of Forestry, which has sent much valuable information to teachers from its offices, and thousands of young trees from its nurseries.

The outlook for school garden work in the Territory if Hawaii is indeed bright. The movement, already well established, and recognized as an essential factor in the education of these peoples, will continue to develop healthily, as the whole school system normally develops. The work here is by no means perfect. There are many gaps to be filled, many problems unsolved, especially with regard to the actual teaching. One must constantly bear in mind that he is not raising plants, but children; and that his success is to be measured not by bushel of beans, but by human lives. The center of the garden is the soul of the child. It should be, in verity and truth, a kindergarten, a "child garden." This is no easy task. Bringing a rare fruit to maturity is mere toying compared to the mighty task of perfecting and enriching a child's soul—rarest, most fragile blossom of all. The difficulty is many times multiplied if the child belongs to another race. But the gardening instinct is strong in all children. Perhaps it is remnant of the Garden-Paradise from which the souls of children come. This island-world is a land run riotous with green—heaven-climbing valleys lined with green tropical jungles; white, glistening coral sands, fringed with waving cocopalms; wide plains of undulating feathery foliage—love of these is the child's right.

We are told that Paradise was a garden; perhaps our children shall come through green gardens back to Paradise again.

UNCLAIMED LETTER LIST

List of letters remaining uncalled for in the general delivery for the week ending April 24, 1909:

Alexander, Mr and Mrs F A	Kelly, H D
Aldrich, Robert B	King, Annie S
Andrecht, Mrs Flora	Klotz, A W
Anderson, Christian	Louisson, Mrs T M
Barnarlt, Miss M D	Love, C J C
Baker, John T	Lund, Mrs Minnie
Bannister, Mrs Dan	McEachern, Joe
Bishop, R F	Miller J A (3)
Bishop, Miss Ethel	Miller, Mrs Annie
Bishop, Miss Ethel	Mattle, Miss Lulu L
Breesley, Miss H J	Moss, Mr
Chamberlain, Harry	Muller, Waldamon
Clanahan, Charlie E	Nelson, W H
Coryell, Mrs J B	Nelson, C
Cockett, Martin	O'Heurll, Capt
Thomas	Parish, E
Conant, Mrs J B	Peterson, Private
Curru, James	Axel E
Cumming, Miss	Phillips, Miss Annie
Emma	Punpueo Tennis Club
Deaker, Miss	Raymond, Fred
Annie (2)	Ranger, Miss
Dodge, Harry M	Richardson, Mrs
Duncan, Mrs	George J
Edmunds R W (3)	Richardson, Miss
Ellis, W A	Alice
Fee, Allen	Robertson, Mrs
Forbes, W S	Geo, Jr
Fountain, Miss A M	Rutbedge, W I
Guring, Philip M	Schepupp, Miss
George, Henry, Jr	Sharden, Mr
Gibb, Mrs. C	Smith, Mrs Lucy
Hatch, Capt E T	Tinklioner, Chas
Hene, Mr	Wessel, Henry
Hughes, Mrs C W	Wood, Jesse
Jamieson, Miss M C	Young, Mrs Nellie
Johnson, Kalani-lauloaiaiku	Yowell, Mrs Sarah
	Yowell, Mrs W S
	McWilliams

Please ask for advertised letters.

JOSEPH G. PRATT, Postmaster.

There is a coupon on the advertisement of the Honolulu Gas Co., Ltd., which, if properly filled, will bring a gas stove to the person who gives the correct number of beans in the jar in the window of the company.

Yachtsmen and their friends must not forget that tickets for the big opening of the yachting season and trip to Pearl Harbor will be on sale at the Advertiser office on Tuesday afternoon. First come, first served. Chas. Crane is in charge of the tickets and can give all information. A complete list of yachts and their capacity will be published shortly.